- Lessons from the Field -

Strategies for Educators and School-Based Staff to Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success

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Transcript

Cindy Carraway-Wilson: Good afternoon and welcome to today's webinar, Strategies for Educators and School-Based Staff to Support Students' Social, Emotional, Behavioral, and academic Well-Being and Success. On behalf of the United States Department of Education, we are so pleased to have you with us today. In fact, just over 2,200 people have registered for this event, so we expect more folks to be joining us as we start our webinar. This webinar is part of the Lessons from the Field webinar series. This series has been designed to highlight effective tools, techniques, and strategies employed by everyday practitioners to address those hot topics that are on the top of educator's minds. You can access recorded webinars from the series on the webinar page now being shared in chat. We will tell you more about the miniseries in just a moment. Please do keep your chat window open, so that you can gain these resources as they come out to you.

We are excited to have you here today, because we know that together we all benefit from sharing these effective strategies to make the work stronger for our young people. Please note that the contents of the webinar does not necessarily represent the policy or views of the United States Department of Education, nor does it imply endorsement by the Department of Education. My name is Cindy Caraway-Wilson. I'm a training specialist for the National Center on Safe Supportive Learning Environments or NCSSLE, and I will be the moderator for today's event. NCSSLE is funded by the Office of Safes and Supportive Schools within the office of Elementary and Secondary Education.

To learn a little bit more about NCSSLE, we wanted to talk a bit about the way we build capacity for state agencies, district schools to help make school climate improvements, foster safety, and maintain supportive, engaging, and healthy learning environments. All of this is focused on empowering students to be

successful. To learn more about NCSSLE and to access the wide range of resources that address school climate and conditions for learning, we encourage you to visit our website. The link is being posted in chat as we speak. To give you a sense of what the website looks like, on this slide, you can see on the right a screenshot of our homepage and some of the resources that are being highlighted. And on the left side, some of our more popular resources.

Please note that all materials you see today will be included on this website, so do visit the website at that email address. We also have an active social media presence, and we encourage you to follow us on social media as well. The materials that you see today, including the slides, all referenced resources, and the archived version of the recording will be available on the event webpage within this website. And in fact, some of those items, including the slides and the speaker bios have already been posted. You can access previous lessons from the field sessions, including the other sessions, this miniseries on that webinar series webpage.

I'd like to begin quickly by giving you a brief overview of the agenda. We're currently in that first red area of the logistics and introduction. After we finish this up, we're going to get a welcome from our representative from the United States Department of Education, and then jump into the heart of the event. We will start with a quick context setting presentation on strategies for educators and school-based staff. Next, we will hear from practitioners who will share strategies they're implementing with educators and school-based staff to support students social, emotional, behavioral, and academic well-being. We're certain that you will hear some approaches that you'll want to implement in your schools.

After those closing remarks, we will be responding to the questions that go into our Q&A and we will close the event promptly at 4:30 PM Eastern Daylight Time. Please note, we will not do detailed introductions of our speakers, but we invite you to go to the speaker page where you can read their bios. Now it's my pleasure to introduce Ms. Carlette KyserPegram, who is the education program specialist at the United States Department of Education in the Office of Elementary and Secondary Ed. Carlette?

Carlette KyserPegram: Thank you, Cindy. I am thrilled to welcome you to our latest Lessons from the Field webinar. Today's webinar entitled, Strategies for Educators and School-Based staff to Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success is the fourth in a miniseries focused on supporting student well-being and success. The webinars included in this series focus on different roles that key stakeholders play in this work, including district and school administrators, families, educators, and other school staff. Each session offers best practices and approaches to support and respond to students' social, emotional, behavioral, and academic needs, including practices designed to reduce the use of exclusionary discipline in schools. For today's webinar, we are intentionally focusing on the role of educators and school staff in supporting student wellbeing and success.

As we are aware, young people have a variety of adults with whom they may engage and connect in school. So not just their teachers, their bus drivers, food service personnel, aides, nurses, coaches, counselors, just to name a few. All of these adults could potentially be that important adult who helps the young person gain the necessary skills to successfully navigate the school environment and avoid disciplinary actions that might interrupt their academic, social, and emotional development. So all of these adults support systems matter to all students. National data suggests it's particularly important for students of color and students with disabilities to receive social, emotional, behavioral, and academic support to stay in school and meet achievement expectations. Next slide.

This miniseries is based on a set of five resources the department released in late spring that focused on supporting students' social, emotional, behavioral, academic well-being and success. During the first three miniseries webinars, we addressed three of the five. That is, we explored guiding principles, as well as strategies for school and district leaders and families to support and respond to students' social, emotional, behavioral, and academic needs. Next slide. Today's session is based on another fact sheet that focuses on strategies, educators, and other school-based staff may use to support student wellbeing and success in school. Within this fact sheet, which is available in English and Spanish, you'll find multi-tiered approaches educators and school-based staff can use to create school-wide climate that supports and includes all students. Strategies described include approaches to create welcoming school-wide and classroom environments. So students experience a sense of belonging and connection with adults and peers, approaches to incorporate students' interests, and experience in the classroom instruction, and to use data to ensure instruction is effective and relevant, as well as approaches to provide positive and supportive feedback.

Today, you'll hear from practitioners from Roanoke Public Schools in Virginia, and from the School District of Philadelphia in Pennsylvania, who will share what they are doing to support young people and bring to life the strategies offered in the fact sheet. Following today's session and building off of another fact sheet released by the department, we will be hosting the final webinar of this miniseries, which will focus on what multidisciplinary teams of well-trained school staff members, often referred to as student support teams, can do to support student wellbeing as success. This webinar will provide contact setting information and practitioner panels like the ones on this webinar, who will also participate in the miniseries.

Through this miniseries, we are confident you will learn key strategies that you can implement in your school. I strongly suggest you and members of your team attend and view the webinars in this series, as well as the guiding principles and fact sheets that I mentioned. And we encourage you to share those broadly within your schools. We're confident that working together can shift the school climate and keep students in school and address their individual social, emotional, behavioral, and academic needs. So again, thank you for joining us

today, and we hope that you gain some valuable information and knowledge from our presenters and the overall presentation. Back to you, Cindy.

Cindy Carraway-Wilson: Thank you so very much for those words and providing a little bit more context and framing for the work that we do and your ongoing support of the webinars in general. Now it's my pleasure to introduce Brandi Simonsen, who is a key person who participated in the development of the fact sheet that is the focus of this webinar. She's the co-director of the National Technical Assistance Center on Positive Behavioral Interventions and Supports. Brandi?

Brandi Simonsen: Thanks, Cindy. So first of all, thank you all for being here with us, whether you're joining us live or whether you're watching this on a video. We know how pressed and valuable your time is, and we very much appreciate that you are with us. I have the privilege of setting the context for today's conversation, focused on ways we can support students' social, emotional, behavioral, and academic well-being and success. So the fact sheet is part of the series that Carlette and others just introduced. And before I take the charge of setting the context, I wanted you to set your own. So I wanted you to think about what inspired you to log on today or to watch this video. What is your why? Did you join because you're experiencing challenges with supporting students? Did you join because you keep feeling like there has to be a better way? So, take just a minute and reflect on why you're here, and I'm going to share a little bit about my why and the collective call that we heard together in terms of this brief.

So when we think about what keeps us up at night, what wakes us up in the morning wake really wanting to continue doing this work, one of the things that I keep focused on is the students in our schools who are the least likely to receive effective evidence-based support, and the most likely to experience reactive and exclusionary discipline. And those students are students of color and students with disabilities. And especially at the intersection of those groups, black male students with disabilities, we have students who have, again, the highest probability of getting pulled out of instruction from exclusionary discipline. And when they are there, they're the least likely to experience those practices that we know facilitate and support well-being and success. So for me, those are the students I have in mind that are part of my why. Of course, I want to support all students, but that's part of my why that keeps driving me toward this work.

So the question I always ask myself is, how can we support all students, and I mean all, social, emotional, behavioral, and academic needs. So I wanted to share two main things. One is a focus for our work with students. And then I wanted us to zoom back and remember that we are people too. And so, thinking about how we support ourselves and our colleagues who are educators in their work with our students. In the first question, the fact sheet lays out three very simple strategies. The first one is it suggests that we prioritize connection, simple ways that we can get to know and connect with our students. Things like just greeting them at the door, welcoming them into the space, saying that we're glad to see them, something we just did in this video.

And, because we'll get to know them individually, welcoming them by name, and taking that opportunity to set them up for success.

So thinking about a way to provide a reminder about how to enter the classroom consistent with the norms, how to maybe reset if they're coming in after having a bad evening or a bad passing period. So making that quick connection that can make a huge difference in how they come into the classroom and whether they're ready to learn and engage, or whether they're more likely to withdraw and potentially set themselves on a path toward a consequence that may not be a positive.

Second, once we have them with us, how are we engaging them in relevant instruction? Instruction that's meeting their needs, that's reflecting what they're interested in, that celebrates the diversity in the context and culture. So how are we engaging them and making learning itself a reinforcing and fun activity, and supporting their academic success by setting high expectations and giving them every support to meet those? And third, how are we there when they are making those attempts at academic, social, emotional, behavioral skills to be their cheerleader, to give them that positive feedback, whether it's experiencing success, or whether we are just celebrating their efforts along the way? And when they make mistakes, because as people we all do, how are we there to also support them through instructional and supportive feedback?

So, really thinking about even social, emotional, behavioral mistakes that feel big, helping us think about those as opportunities to refocus them on what academic skill or social emotional behavioral skill will put them back on a path that enhances their own wellbeing and success. So those three simple strategies will continue to come back to around how do we connect with our students? How do we engage our students? And how do we use specific feedback to continue to encourage their social, emotional, behavioral skills, and academic skills? So, I'm going to quickly share six resources. The hyperlinks will go into chat. They're also almost all in this fact sheet, so you don't have to do a lot of digging. One of them has come out since the fact sheet, and I'll highlight that.

The first one I'm going to do in a slightly deeper dive, because it's one we're really excited to share. It supports a lot of this work. And why I'm excited about it is because it leads you to a bunch of other resources that might support the specific needs you have in the classroom. So this is one that we developed from the center on PBIS. It was one that we partnered historically with the Office of Special Education Programs. And this is a resource that really focuses on how do we support educators in the classroom with implementing evidence-based practice. And one of the things we like to emphasize is the importance of that robust differentiated tier one, that foundational tier of support for all of our students. And this guide goes into a lot of practices.

So as you look at the white bubble boxes, each of those is a distinct practice that has evidence supporting it. And in this guide, each of those practices has a table that defines key features, gives examples of what it looks like at the elementary level, examples at the secondary level, non-examples, and then hyperlinks to

free resources that really help show what it looks like, sounds like, feels like to implement each of these practices in an authentic context.

Just to link these back to what we were talking about, although it's a lot more detailed in this guide, the main ideas of connecting, engaging, and giving specific feedback to support students are right there in that guide and continue to be present and be the critical core features of what we talk about. So in this guide, again, our focus is on that foundation of robust and differentiated tier one support. We also know that we have students in our buildings who need tier one, because tier one should benefit all, but may also benefit from additional layers of support, whether that's tier two, tier three, or both. And so, this quick resource walks through what it looks like to differentiate practices in that full continuum within a classroom. So we always think about MTSS as a large school-wide district-wide framework, but this really gets at what it looks like and sounds like in a classroom context.

So, this guide is organized again around the tiers. It talks about ways we can prevent, teach, and respond to student behavior, social, emotional, behavioral skills. And in this guide specifically, it talks, for example, about ways to connect, engage, and give specific feedback and what that looks like for all students, student tier one, what it looks like for some students who need additional support layered on top, and what it looks like for individual students with intensive needs at tier three. So, in the resource, we talk about the importance of just that, of implementing and differentiating those key practices, how to connect, how to engage, and how to provide supportive feedback within that prevention framework. And while, again, it's helpful to do that district and school-wide, we can do a lot of that in our classroom.

So, the answer to how do we support students SEB needs, we build a robust and differentiated continuum of support that focuses on how to connect, how to engage, and how to provide specific feedback. So, the second question is, how do we support ourselves and our colleagues as educators in working with students and in helping them to connect, engage, and provide specific feedback? So this resource has come out since the brief was released. And so, this is the one that I don't think had a hyperlink in the brief. This is a guide that supports that first one, and it talks about how to support staff in much the same way that we think about staff supporting students. It's organized in the same way as the supporting and responding to student social, emotional, behavioral needs. So that one should be a pretty familiar resource if you've looked at the other one.

There's a simpler approach that I wanted to spend just a minute talking about. So, as we think about everything that's on our plates as educators, and we're going to hear phenomenal examples from the folks who are here. One of the things that we recognize is how overwhelmed our plates can feel, how overloaded we can be. And so, for us to do these practices, even when we make it sound simple, they have to become habits. They have to be things we just do without even thinking about them. And so, there's a couple of resources that are hyperlinked around how to create habits of effective classroom practice.

There's a webinar that talks about it and a brief that talks about it. And it organizes the thinking around the same logic we were just talking about for students. What do we do on the front-end to set ourselves and our colleagues up for success? How do we teach and practice these skills? Again, connecting, engaging, giving feedback. And how do we celebrate our own successes? So how do we do some of the things for ourselves that we're wanting educators to do as students?

So on the antecedent side, for those of you joining who are at the school and district level leadership, you can think about how are you providing resources? And as the silly clip art shows, time is frankly one of the greatest resources. What are we taking off people's plates to allow them to really intentionally focus on the work that is so critical around connecting with their students, engaging them, and providing feedback? How are we training and coaching? Not just hoping and expecting educators are going to figure this out on their own, but we're providing that, again, supportive training and coaching opportunity for educators. How are we setting ourselves up for success and our colleagues up for success?

Maybe as many of us do, we have a smart device next to us, and we might set an alarm to remind us to be at the door ready to greet our students at the start of the day or at the start of each class. So thinking about how we prompt and remind ourselves to engage in the practices with our students. How are we holding ourselves accountable? Are we making sure that when the alarm goes off, we're at the door, how are we sharing data about our implementation? And again, how are we celebrating ourselves and our colleagues? I think, as adults, we often go home thinking about the things we did wrong or the things we didn't do, but how do we flip that and think about, again, giving ourselves that supportive specific feedback.

So although I just went through a bunch of different strategies, if you think about it, those were different ways with the grownups that we're going to connect. We're setting ourselves and our colleagues up for success. We're building collaborations across and among ourselves. We're engaging in training, learning, practicing, and we're giving ourselves and our colleagues specific feedback, celebrating our successes, and supporting each other when we need the extra help. So that theme of connect, engage, and specific feedback keeps coming through even at the staff level. There are a couple of other resources that go even deeper in what it looks like to connect, engage, provide specific feedback, and implement other strategies to create safe and supportive classrooms. Specific examples of resources for ways that we can think about building that connectedness with students and for students to feel connected to school, starting with relationships with their teachers. And then, the broader concept of school connectedness. So again, all of these resources are helpful ways for us to think about how to connect, how to engage, and how to provide specific feedback.

When we think about how to support educators' implementation needs, it's not brand new and different. It's the same kinds of strategies we want them to do

with students. On our end, for those of us at the school level leadership and districts level leadership teams, we can think about those systems that we put in place within a multi-tiered framework that allow us to set educators up for success, so that educators can set students up for success. Again, all of it comes back to, how do we connect, how do we engage, and how do we provide specific feedback?

I'm so excited for you to hear even more specific examples of that from our panelists. Cindy, I'm going to turn it back to you to introduce our next panel.

Cindy Carraway-Wilson: Brandi, thank you so much for that context setting. I particularly love the way you echo the strategies for students in our adults, for us as individuals as well. That was a wonderful presentation.

Now I'm very excited to welcome in our first set of panelists. These folks all come from the Roanoke Public Schools in Virginia. I'd like to introduce Miss Valerie Close, Elizabeth Mauck, and Laura Bell. Thank you all for being here today. We're going to ask a series of questions of each of you to get your thoughts and feelings about the ways in which working with educators and other school-based staff to support students has been rolling out in your schools and districts.

I'd like to begin our first question with you, Valerie. In the conversation that we initially had, we talked about the importance of being able to shift practice, and how that can sometimes be met with some anxiety or resistance or concern from folks who are trying now to implement something differently. I would like to hear a little bit about how you work to get buy-in from the educators and school-based staff members.

Valerie Close: Absolutely. I had the privilege of implementation at two schools and to be a participant in implementation at a school as a teacher. I've been through this process three times to implement positive behavior intervention support framework in a school.

I just wanted to share this slide that really shows the journey towards implementation. We set up to be very strategic and very planned out for support of teachers and staff. We established a leadership team that really helped in that process. That leadership team was composed of personnel, staff members, instructional assistants, teachers that were those early adopters of any initiative we would have. We had them on the team.

And then we also looked at strategically asking people that had great influence in the school, however, were skeptical. We wanted them on the team so that we could bring them in because we knew once we had them involved and once we had them in the process, that they would then see this does work, and they would be an influence to the rest of the school. That was very successful in that strategic placement of those people on our team. They became our biggest cheerleaders in the end.

That is how we really tried to get teacher buy-in. And of course, we provided time. That was a huge thing is, we dedicated a significant amount of time to staff development. As you can see the journey through implementation, we had to clear things off the board and take away other initiatives and really focus on this framework that we were implementing to positively influence students' behavior and social emotional needs.

Cindy Carraway-Wilson: Thank you so much for that quick overview and for this slide that really clearly outlines the steps. I particularly love that you also had on these teams, folks who are a bit skeptical and might be those resistors, those folks who are like, "No, we don't want anything else." That had to have been a pretty amazing process to pull them into that planning and implementation phase.

Now I'd like to have that same question come up to you, Elizabeth. You're coming from a high school perspective. I should have mentioned Valerie is at the elementary school level. Elizabeth is at the high school level. Sometimes folks say, "Well, what works for one sort of population might not work over here." Can you tell us about how you got buy-in?

Elizabeth Mauck: Sure. It's the same concept as Valerie's school. We have a representative on our leadership team for the staff from each department. We've even given them a choice this year so that it's not the same person at each meeting. We can get more of a buy-in from each department so they can rotate through, so they can attend different meetings that way.

But also the big buy-in is to see the data. Just to be able to see the data and share that with our team, that's really important for our staff and to get ideas and solutions from our staff for problems that we see. There's open conversations about if there's an issue, what are some solutions, and then implementing those in our building. That's really huge to get our buy-in from our staff as well. Gives them ownership too.

Our staff is also recognized each month. We have the opportunity for our staff to be nominated and recognized. Just to have that ownership and recognition goes a long ways in our building.

Cindy Carraway-Wilson: You're not just asking them for problem solving and being solutions focused, but you're also acknowledging and recognizing and celebrating those successes. Excellent. Thank you. Thank you.

Laura, we're coming over to you. Now, Miss Laura, you're currently an assistant principal at an elementary school in Roanoke. I'd like you to kind of put on the teacher hat if you can. I understand that you were a teacher under one of the first implementations that Valerie was in and you worked with her. What was it like for you to buy into the process when it was introduced, when you were in that role?

Laura Bell: Yeah, thank you. I'm hoping I was one of those cheerleaders and not one of those naysayers that was put on the team. I was excited about that, that mind shift about behavior for adults in our building.

And so I want to echo what Valerie and Elizabeth were saying. It was three keys for me. I truly felt supported as a teacher, even from our central office staff. I mean, it was clear from the very beginning what they wanted the framework to look like, and they were all very active in the implementation. I felt very supported as a teacher in that building and as part of Roanoke County really. I felt like from the top all the way down, it was something that was important to them and they made that clear to the staff.

I felt like Valerie and the admin staff there, they really did a great job too of putting me into some leadership roles outside of just a classroom teacher. I thought they were intentional about that. And so I automatically had some buy-in because I had some ownership of what was happening. I was excited about the changes that were happening and that was important to me and I wanted to spread that to the rest of the staff.

I really felt like it was a we approach. It wasn't something that they told us that we needed to do. We kind of built it as we went along together, which I felt like was important for the staff. We could tailor it to what we felt what was great for our stakeholders, what was best for our students and what was best for our staff. I thought that that was a great thing for our staff buy-in, was that they felt like they had a say in the direction that they wanted it to go.

I feel like the last key piece to me was, I always use this phrase, space and grace. They gave us the space that we needed in our schedule. They let us build in time for Circle Up or for morning meetings, and they gave us that permission to do that. I thought that that was important as a classroom teacher, that they supported that, they understood that we needed some time to devote to the behaviors that we were seeing.

They followed it with some grace. It was grace from them. I had to give myself some grace too, to know that it's not going to be perfect the first time. We might need to back up and look at how different strategies are working or not working. We knew when we were implementing something that we might need to tweak it, and we did that together as a staff with under some fantastic leadership. I felt like that was really what was key for our school.

Cindy Carraway-Wilson: Excellent. Your initial buy-in was interest. You were there already, but then you got pulled in even further, it sounds like, when you were given various different roles. It sounded to me, especially toward the end of what you were saying, that you were given the space, you as an educator team and staff team were given the space to be able to do these new initiatives and the acknowledgement that when we try something new, sometimes our performance goes down until we get good at it. That's a great way of describing that, space and grace. Thank you so much for that.

Laura Bell: Absolutely.

Cindy Carraway-Wilson: I'd like to go ahead and move to our next question. Again, in these initial conversations, I heard several different strategies that educators and other school-based staff are using with students to support their needs here. I'd like to hear a little bit from each of you about a strategy that you found particularly useful for your educators and school-based staff to use with your students. For this one, I'd like to begin with Elizabeth.

Elizabeth Mauck: Yes. A few different strategies that we have found that have been really impactful in our school. The first one is we have digital form that each month is sent out to our staff. We also have it in our Blackboard links to that, so different ways staff can access that.

But where they can nominate students and staff for doing good things, maybe for holding the door open for students. We had a bus driver this year. He blew the horn so a student didn't cross the road so he didn't get hit. Just things like that where we're supporting each other, supporting everyone in our building.

At the end of the month, we gather those responses from our staff, and then we recognize everyone over the announcements. They get to come up to the office and they get a little treat bag with a little bit of candy. There's a bracelet. Also, we learned from last year, they also have a little note saying why they were nominated to be a true Viking, to give that behavior specific praise so they know what they did.

Their faces just light up. The kids cheer in the classrooms when their teachers are announced. It goes a really long ways. Also, we get community support too, because we'll ask for donations for Chick-fil-A coupons or 7-Eleven coupons, different things that we know our students and staff enjoy and get that community feedback.

We also have our student team that's really involved in our school. They were nominated by the staff to be on our student team. It's a very diverse group of students that represent all grade levels and different cultures. They help with different initiatives as well. We're getting ready to team up with our prevention club to help support Red Ribbon Week and to get those practices in place.

We're starting a program of student ambassadors so that we'll have a couple of students at each grade level to represent their classes. If we have perhaps a new student that comes in, they can show them around the building, introduce them to some of their classmates, sit with them at lunch, just to build a relationship with them as soon as they come to us.

The last thing, we send out a lot of note cards in our building, whether it's note cards from the admin staff for honor roll, we send those home at the end of each nine weeks. We also have little note cards and postcards that go home for thank you for being you, thank you for being a true Viking. Those go out to staff

and students can send those. That's just another way that we try to help have a great impact in our school.

Cindy Carraway-Wilson: Excellent. I think those are also great examples of the connect, engage, and feedback that we just heard about from that primary presentation. Those are great examples. Thank you.

Elizabeth Mauck: Thank you.

Cindy Carraway-Wilson: Laura, maybe hear from you.

Laura Bell: Yeah. I had two that kind of really come to mind as a classroom teacher. The one is just that behavior specific praise, just that verbal praise to students that they do crave. As a staff, we kind of created what I called phrases of praise. We kind of created them together, and it's really just like a fill in the blank stem for that behavior specific praise.

But we did it together to help just build our fluency and to make it feel authentic for our staff, so it was easy for them to kind of gain that repetition and have it come off automatically. Just something as simple as thank you for being safe in the hallway by walking, and just using that instead of stop running, you want to build that fluency and that automaticity of being that behavior specific praise.

We came up with multiple different phrases. Then I just focused on picking one or two that I just kept using until I became comfortable with those. Then I just kept adding in different pieces of our matrix so that I could use them fluently with my students in the classroom.

A second one that I used a lot was a group contingency choice board. It was just a four by five grid, and we would color in the squares as someone was doing something that we asked them to do or having great behavior. We have a house system at our school, and so I would have them color in the color of their respective houses. They loved seeing the different colors go up on the board. It kind of kept the names out of it, so nobody really kept track of who was on the board and who wasn't, but they could see it as a class where we were to gaining that reward.

When the grid was full, then we would pull off a sticky note of the choice board. I was very intentional about making sure every student had a choice up on the board. And so they had a reward that they chose. Lots of times it might've been duplicated by another student, but that was okay. That was their choice. It went on the board.

Each time as we filled in our grid, we would have a surprise reward. We'd pull off a sticky note and then they would all cheer because it was maybe their choice or maybe their friend's choice. That was one that I really liked to use in my classroom. It gave the students a voice, and we kind of worked together as a team to fill in those grids.

Cindy Carraway-Wilson:	Excellent. Thank you so much. Again, for both of you that we've heard so far, and I'm sure we're going to hear from Valerie as well, that focus on the positive. Really we're focusing on the behaviors we want to see instead of the behaviors we don't want to see. That's so much more powerful as we know. Valerie, how about for you? What comes to mind?
Valerie Close:	Absolutely. Several things. The first thing would be talking about what Laura was saying with a behavior specific praise. We really saw the need to have staff really become fluent in this, and we wanted to involve everyone in the staff.
	One of the things that we created was a Viking Note of Praise, and this is a picture of it. It was a twofold. It's communicating to students what they are doing and how they are following expectations. It was very behavior specific. We had trained the staff to write specifically what students were doing.
	This actually notepad that we used was carbon copied so that we could send home the white copy with students and we could communicate with parents. And then we also kept that carbon copy for the teachers for data collection so they could see which students they were recognizing, and so they can make sure that they're adequately recognizing all students for their behaviors.
	We would take data on the number of recognitions. We also tied it into a house system for house points. But it was really a great data point that we could use for many different ways. We would also use it for fidelity of implementation of our framework. We wanted to see if people were actually giving behavior specific praise and how frequently. We could look. We could also use it to say, "Okay, this person may need some coaching on how to give behavior specific praise or to give it more frequently," and we use that as well.
	This simple Viking Note of Praise became a tool that had multi uses. I will tell you, I heard stories from students and parents and they would say, "My student has these Viking Notes of Praise plastered on the refrigerator or on their bedroom wall." It really did work to change behavior. Students were very proud to get them. It was a wonderful tool.
	The other thing I wanted to speak about was Circle Up. This is something that really came from the need. Teachers would come to me and be like, "I don't know what to do." The first inclination might be to send them out of class. And we really wanted to reduce that. We wanted to reduce the exclusionary practices and we wanted them in the classroom. How could we tackle that? What could we do?
	Circle Up was born from that. Circle Up became a strategy that we used for two things. It's designed to be where kids actually form a circle. The students would with their teacher work on what we would call, it was almost like a morning meeting, didn't have to be done in the morning, but it was a time where the students would gather and they would have time to learn about social emotional skills.

It could also be used for the teacher to talk about things that were going on in the classroom. If students were struggling in the class and the data was showing the teacher that they were having trouble being kind, the teacher could then go over things and reteach and demonstrate and model and talk about kindness and present questions to students about kindness and what do you think is kind, and let's discuss kindness, and how are ways that you can show kindness. That was one way Circle Up was used.

And then we also trained staff. You don't have to just use Circle Up the daily way. You can use it in response as a restorative practice. When students are having that conflict or something has happened, you can circle up those students that are involved in the situation and you can have them talk through what is going on, use I statements. I don't like it when, and this is how it makes me feel. It becomes that restorative Circle Up practice. It was very powerful to see teachers and students using this.

Cindy Carraway-Wilson: Excellent. Thank you so much for those examples. Those were all wonderful examples that were super concrete and can be shared. Please keep an eye on that chat because some of these are resources that you'll have that are going to be posted and that are coming out as well.

We're pushing time a little bit, so let's go ahead and do a briefer response to the last question if that's possible, because I do want to hear a little bit more about the data that you're collecting and how you're using that data to inform your work and learn about impact. Valerie, we'll begin with you on this one.

Valerie Close: Absolutely. I just wanted to give a quick snapshot. We use a lot of SWIS data to help drive our instruction, and our staff will work to develop problem statements. We'll analyze those problems, and we will come up with a specific plan.

I believe when Laura shared earlier about her strategy of the board, that is actually the board that she was talking about, the grid that students colored in. That became a part of the action plan. It was just a concrete way to help with rewarding students. We tried to have all these components in our plan in response to the data that we had evaluated.

It was phenomenal to see the impact of our action plan. We consistently monitored that action plan through our SWIS data. You could see our number of referrals from November to December for disruption were dramatically reduced. And then we were always constantly in that goal setting process where we've met our goal, now it's time to look at data and set a new goal.

We did this school-wide, but then we challenged teachers to then do it in their classroom with this specific data for their classroom and to create goals for their classroom, and to then track it and have an action plan, and then respond and see that the fidelity of it and continuously in that cycle of database decision making.

Cindy Carraway-Wilson: Wonderful. I bet you it's probably pretty amazing for the teachers to see. Do you ever share it with students, just out of curiosity? Do they ever hear feedback?

Valerie Close: Yes, yes. We have a student leadership team at my school, and we do share all things with our PBIS framework, and we share data with them. We get their input and feedback on the things that we are doing when it comes to PBIS.

Cindy Carraway-Wilson: Wonderful. Thank you so much for that. Elizabeth, we'll come over to you again.

Elizabeth Mauck: Sure. Just like Valerie said, we also use SWIS to analyze and look at our problem behaviors. For example, we may have a particular issue with a certain bathroom, and we can narrow that down through our SWIS data. And then, okay, if that's an issue, then let's increase our supervision perhaps until we can make that data go down. So we also enjoy getting to share that with our staff, we share our data on a regular basis monthly with our staff in our tier one staff meeting, and then we share also in our faculty meetings, we also send it out. But again, the data just to back up our decision making process is huge for our staff. And our students enjoy seeing it too, and they're great. If we bring an issue to them, they're great at looking at the data and giving suggestions and feedback on how we can work through those things too.

Cindy Carraway-Wilson: Thank you. Thank you so much, Elizabeth. And Laura, what would you like to add?

Laura Bell: I was just going to agree with both of them as well. Your data really drives your tier needs, that's what your building is telling you, that's what your students are telling you, and your staff is telling you. And just one thing I wanted to add is that it really helps when you're moving into different levels of supports and a teacher says, "Hey, my student would really benefit from that." And I'm like, "Great, let me show you how that student got there." And then I can draw them into entering in their data. And that really gives us a better picture of what our school is actually looking like and just a better fidelity part of the data piece.

Cindy Carraway-Wilson: Excellent. Well, thank you so much. We'll be welcoming the three of you back during our live Q&A, but we appreciate the information that you shared for us for this panel discussion. Now it's my pleasure to introduce our second panel. These panelists all come from the school district of Philadelphia. Please welcome Ms. Shannon Ellis, Mr. Sean Kelly, and Ms. Lu Snyder to the panel stage. So here we are. We also want to give a shout-out to another panelist that is not feeling well today, and so we just want to give a shout out there and also thank this team for filling her space for us. So I'd like to actually begin with you, Shannon. Can you tell us a little bit about the overall approaches that you are taking district-wide to support the students?

Shannon Ellis: Yes, hi everyone, good afternoon. It's been really nice hearing from all of you. Our office provides four evidence-based programming that schools can select from using data from the previous year. So we have culturally responsive positive behavior interventions and supports, we also have relationships first,

which is our restorative justice programming, and we have school wide SEL, and we also have pro-social recess, so really focusing on making sure that we are implementing recess and having our student experience at least 20 minutes of recess a day using national recess standards. All of our evidence-based approaches are aligned with social emotional-learning, and include tools and strategies that we engage our students in building their social-emotional learning skills. And also some of the strategies that we are encouraging our school staff to use with students, they're also strategies that can be used with adults as well, so we're also having a focus on adult wellness as well.

Cindy Carraway-Wilson: That's excellent. And Shannon, I love that because again, it really echoes what Brandi was telling us around the habit development and that need to engage with adults as well, thank you. I'd like to go to our next question now. So we've heard a little bit about these initiatives that you just shared now, Shannon, and I heard about that when we were first exploring who to bring in for the panels. So now I'd love an opportunity to hear a little bit more about specific initiatives that you're offering to educators and school-based staff. With this question, I'd like to start with you, Sean.

Sean Kelly: Sure, thank you Cindy. Good afternoon everyone, as Shannon mentioned, great to hear from everyone part of this panel and thank you all for attending. So I'm just going to speak a little bit about our CRPBIS framework. As Shannon mentioned, this is one of our four evidence-based climate frameworks. And our tier one framework is really for developing teaching and reinforcing school-wide behavioral norms that each of our schools will develop, but we have a strong emphasis on social-emotional learning with input from all stakeholders. So this is something really unique to our district is we really try to get feedback not only just from students and staff members, but family members, individuals in the community as well, we really want their feedback to see what they would like out of the school-wide PBIS program. So our CRPBIS framework uses data to drive continuous improvement in both academic and behavioral outcomes for all of our students, and our CRPBIS framework ultimately creates positive, equitable and safe learning environments where everyone can thrive in our school buildings in the school district of Philadelphia.

Cindy Carraway-Wilson: Excellent, thank you so much for that overview. And just for the audience, just by way of reminder, the CRPBIS is culturally-responsive PBIS, so I just want to put it out there because we have a lot of abbreviations happening. All right, now I'd love to hear from you, Lu, and hear about some of the initiatives you're heading up.

Lu Snyder: Hi there. I'm so excited to be here with you and joining my fellow colleagues. I'm a restorative justice coach for the district that works for Relationships First. Relationships First is a school district level restorative justice climate approach that really centers values and a sense of belonging. We're focused on safety and making kids feel like they are included and valued. RF really supports the full school community across the MTSS tiers, meaning that RF builds and layers relationships throughout the building, and so we're creating this network of connection throughout the community. So when RF is fully invited into the

building through implementation, you've got this real chill, calm, peaceful vibe that's really palpable and you can feel it. And this is also where coaches work with staff. I'm going to emphasize that again, where coaches work with staff, students, and administration to really dismantle the school-to-prison pipeline, and that's where my focus, is on that practice of uplifting students.

I'm going to pop into the chat for you the website that has been constructed for RF, and in the RF website, you're going to find the RF guide, which is this beautiful PDF document that has all of the historical practices and rationales for using restorative justice in schools. It also gives overviews of all the different tiers of MTSS levels and provides resources for teachers, staff, and administrators. The other thing I really wanted you to focus on that website is the restorative conversations. It's under the tools, and I'm look at what it says, "Relationships for strategies and tools." The restorative conversations heading is really something I want you to spend some time on. RC's have fundamentally changed how I view interactions with students so that I have a specific goal that I have when I'm having a conversation with a student that then they can then take and build upon themselves. So these restorative conversations are foundational methods of building connection and valuing students' voice.

Cindy Carraway-Wilson: Excellent, thank you so much for that overview and for the link that has the tools to be able to consider implementing some of that approach, I appreciate that. And I also love the vibe, that really common inclusive vibe is wonderful. Ms. Shannon, may we hear from you now some of the thoughts that you have around the initiatives that you're implementing?

Shannon Ellis: So as it relates to the social emotional learning, we've rolled out social emotional learning toolbox for all of our school-based staff to use, which is also in the chat, yes. And the social emotional learning toolbox has tools that are professional development that our school-based staff can take on their own, so they're very asynchronous sessions, and some of those asynchronous sessions are around the restorative conversations that Lu was speaking about. So not only do our schools that are focusing on the restorative justice practices receive that restorative conversations training, but also our other schools that are not focusing on restorative justice.

We also have some training for school-based staff to learn about how to implement calm down corners in their classrooms because we know that it's important for our students to be able to understand their emotions and take a break when they need to take a break. And then there's also some tools that we have around creating a positive culture and using data to assess if your students are having positive relationships and experiences at school using the Student Wellbeing Survey that I'll speak about soon.

Cindy Carraway-Wilson: Wonderful, thank you so much. All right, I'd like to move us into a slightly different area now. We heard all of you say in initial conversations that you were doing some important work around engaging young people and families. Can you describe for our audience one or two strategies that you, your educators, and other staff members in your schools find particularly effective in

engaging students and/or their families? And for this one, I'd like to start with you, Lu.

Lu Snyder: Yeah, I'm really excited to talk about how RF is going deep into this community and capacity building in our schools, and one of the ways that we're doing that is we're intentionally including caregivers and youth. And we're again having that MTSS tiers at both the caregiver and the youth level. So for example, we just finished back to school season, that was wild. We had a really great experience where we participated and had caregivers notified about and educated on what climate approach was being used in their schools. My vision for future back to school nights is having community building circles with families, caregivers, and students, I think that would be really special.

We also include families, caregivers, and community members in our Levels 2 and 3 MTSS circles, they're like special circle practices that we use. So those are all fully inclusive and welcoming. And what's really exciting about all of this is that all of the practices that RF uses can then be facilitated by what we call youth RF coaches. So all of the MTSS one, twos, and threes are facilitated by students, it's beautiful. So I'm just going to speak a little bit on those kids because they're fantastic. So youth relationships first coaches are self-selected and are uplifted by staff members. They have a voice within their peer group, so these are specifically our students that we call extra love kids. They have a lot of voice and a lot of buy-in from their community members, and we want them to build leadership skills, so we really include and encourage extra love kids.

We also make sure that these students are agents of change within the building through their trainings. So they're first trained on circles through the circle practice so that they're an active participant in their own learning. Then these students, these wire FC students, after they've been trained in circles, what they do is they then push into their advisories, so those type of time spaces. They push in and they facilitate circles with staff members so that their peers are then engaging with each other, opposed to the teacher being the one that's the only direction.

This also creates a space for them to have upper level circles, which are called harm and healing circles, so these are your tier two level circles. So these YRFC students, this is what would be considered peer mediation. It means that they're being restorative with each other using common kind language and respecting the sanctity of circle guidelines, and we're specifically building upstanders within the community.

Cindy Carraway-Wilson: Excellent. And it sounds like with your educators and other school-based staff, that they do participate as a ally with those students, so they can they co-facilitate?

Lu Snyder: Excellent, 100%. There's both student facilitation, co-facilitation, and also administration facilitation.

Cindy Carraway-Wilson: Fabulous, thank you. Thank you so much for all of that information about the restorative conversations and the circles, appreciate that. Okay, we're going to go ahead over to you, Shannon. No, I'm sorry, to Sean, my apologies. We're going to Sean on this one.

Sean Kelly: Great, thanks Cindy. So one thing that our CRPBIS team really worked on, and this was a pretty significant change a couple of years ago, but we actually created two additional team members on our school level teams, and they are a student engagement liaison and also a family engagement liaison. Now, a lot of schools will have maybe a student rep, but these new roles really provide the voice from a student's perspective and also a family person, guardian, community member.

So for our student engagement liaison, we ask that they attend our PBIS team meetings, they participate in meaningful conversations, and then also they just come in prepared with any ideas that they have from the student's perspective to speak to a room full of adults, which is generally our PBIS team. And then our family engagement liaison, this is also a relatively new role on our school wide PBIS teams. We also ask that they can, whenever available, attend our monthly PBIS meetings, and they also share any ideas, suggestions, or concerns that they have from the family perspective or from a parent, or guardian, caregiver perspective as well.

So that was a significant change that we implemented three years ago. So in addition to our facilitators, our data analysts, active team members, we asked that all of our district supported PBIS schools have both a student engagement liaison and also a family engagement liaison, and we're seeing a really good influx of those folks providing really good meaningful ideas, strategies. Because again, usually it's just the staff members there in those meetings, so having these two folks join the team has been really beneficial for enhancing our culturally responsiveness PBIS framework in our district.

Cindy Carraway-Wilson: Excellent, thank you. All right. Now I'd like to hear a little bit more about... We're coming back to the data piece. You have mentioned a little bit about that already. We also heard quite a bit about how important data is from... team. So when you think about the approaches that you've been working with your educators and other school-based staff and implementing, what kind of changes have you seen, or improvements, or shifts that you've seen in the students, in your educators, and your other staff members, or in the survey that you had mentioned, Shannon? And we'll actually start with you, Shannon.

Shannon Ellis: Yeah, definitely. So just want to give you all a little bit of background about the Student Wellbeing Survey. It's a survey that we developed in response to COVID-19 and also the civil unrest across our nation, and we recognized that our students are very vulnerable students and we wanted to make sure that we were gathering their perceptions around their relationships and their experiences at school specifically while we were in COVID-19 and online learning. But then also we knew that we needed to continue to find out how our

students were feeling about their experiences at school once they returned back to school since we knew that school would look a little different.

So we have a 16-question survey that we ask students three times a year now, it was previously four times a year, and we ask them questions specifically around their relationships with their peers, we also ask them questions specifically around relationships with their adults in their school, and then also their ability to manage their own emotions and conflict during a school day. And one thing that I like to say around looking at this data is that this data is not intended to be linear, so we're not expecting students and the data to show us improvement over time, but we're really looking for this data to tell us how we are supposed to respond to our students and what our students need in the moment.

So some things that we see that is pretty consistent is that we are seeing that our students need more support around supporting their confidence in using their social emotional learning skills. Some things that we see around the adult relationships and the peer relationships fluctuates across grade levels. A peer relationship might be stronger than adult relationships. One thing that we know about with social emotional learning is that we want all of our adult relationships to be strong so that we can improve on all of our learning, not just social emotional learning, but also our academic learning and success as well.

So we're looking at this data, there's also some important data points that have guided some of the work that we are doing this year. So specifically around our students that identify as non-binary and their confidence in use of their social emotional learning skills, and also their relationships with their peers and their relationships with adults are at lower rates compared to their other counterparts in their grades. There's also some interesting data around our student athletes. Our student athletes are reporting stronger relationships with adults in their school than students who are not student athletes, which really is telling us around afterschool time, so not just with athletics, but just anything that afterschool time can really improve students' relationships and also their social emotional learning skill development.

One thing about the Student Wellbeing Survey, which I know was added to the chat, is that we're really focusing on making sure that our teachers have access to our Student Wellbeing Survey data, also democratizing the data and sharing it with our families, and so making sure that our teachers are sharing the data with their students, and getting some feedback from students around how relationships and experiences can be improved in school.

Cindy Carraway-Wilson: Excellent. So the relationship pieces that you're asking in the survey, I'm assuming it's broad adult relationships with any adults? So it's educators, it's the cafeteria folks, it's the bus drivers, is that the case?

Shannon Ellis: Correct.

Cindy Carraway-Wilson: And are you seeing anything interesting in roles or doesn't that show up in the data? And the roles people are holding in connection?

Shannon Ellis: Yeah, that doesn't show up in our data. It's meant to be a school-wide data source, also a grade-wide data source if we needed to, but then we work very closely with our Office of Diversity Equity Inclusion, and they support schools with diving into the data a little bit more and holding focus groups with our students to really identify who these people in the schools are, where the relationships are strong, or where our relationships could be improved on. And then also through our climate approaches, we are making sure that we are providing trainings to all of our school-based staff, so as you mentioned, our lunchroom staff and our recess staff so that they also know how to keep positive relationships with our students and have restorative conversations.

Cindy Carraway-Wilson: That's wonderful. Thank you so much for sharing all of that information and for being willing to share the survey itself. As Shannon mentioned, that survey link is in the chat now. I'd like to go ahead and move over to Sean next.

Sean Kelly: Sure, thanks Cindy. So again, some positive outcomes that we're seeing from our CRPBIS framework is obviously a lot of what Shannon mentioned. We're seeing a higher percent of positive responses on the Student Wellbeing Survey. For our schools that have a district coach, they're implementing CRPBIS with fidelity, but in addition to the Student Wellbeing Survey data, we're also seeing a reduction in office discipline referrals. Teachers also just feel a lot more confident with developing relationships, positive relationships specifically, because we really coach them and train them and give them a blueprint on how they can do that. We incorporate daily community meetings, so each teacher has a lot of resources available to them that embed a lot of PBIS practices. So those are some of the positive outcomes that we're seeing for our CRPBIS framework.

Cindy Carraway-Wilson: Wonderful, thank you so much, Sean. And over to you, Lu. I know we have a link also that we're going to be sharing for Lu as she speaks.

Lu Snyder: Yeah. Hi friends again. I'm really excited to tell you about the Student Wellbeing Survey. I think it's a great tool for district. So I want you to know that RF, when we do the Student Wellbeing Survey in our schools, we really include all voices in both the administration and the processing of that Student Wellbeing Survey. And the way that we do that is, LOL, through circles. So in the chat, you're going to find a link to a circle that was developed that is for the processing of Student Wellbeing Survey data by staff members. And I wanted to really highlight two things in it. Number one is... So this is the template or the structure of how our community building circles go. And specifically on this values round, where the values round is where we build community, where we build empathy with another.

So the values question around student wellbeing data, I'm just going to read it to you, is, "To reflect and descriptively share an uplifting peer or adult interaction from your school this week. Where did you explicitly notice

kindness?" So not only are we asking students to think about where kindness is happening in their buildings, but we're asking staff to do that as well while we're looking at data. So we're having that feelings plus data going together in this really beautiful circular way.

Cindy Carraway-Wilson: Thank you so very much. I appreciate that. You all have provided such an amazing amount of information there. The Q&A is lighting up, and so I'm sure that when we get to that segment of the webinar, we're going to have more questions for you and for our friends from Roanoke as well. What I'd like to do now is go ahead and do a brief shift to close out the content delivery segment of the webinar. But please do stick around. I'm going to take about two minutes here to close out and then we're going to go into the phase of the webinar where all of our panelists and speakers come back on and we respond to some of the questions you all have been sending in.

So first of all, I'd like to thank all of you in the audience for being here and taking time out of your busy schedules to be here and also for your participation with the icons and the questions. We do value your attendance and we hope that we're offering some interesting strategies to you. I'd also like to thank all of our speakers and panelists who have taken their time to co-create this webinar with us and to consider the strategies and approaches they wanted to share with you all today.

I want to remind everybody also that you can share your best practices by going to Best Practices Clearinghouse. And we encourage you also to come to our NCSSLE website to look at recordings for all of the webinars for this series and for this one and also to stay up-to-date on upcoming practices and research and resources that are coming out. Our upcoming webinars, we have our last mini-series webinar scheduled for October 18th, and this is focusing specifically on student support teams. Also from the lessons from the Field series, we are offering another webinar on October 25th, which is focusing on promoting the health and wellbeing of LGBTQ+ students. In November, we offer also a webinar from our human trafficking and child exploitation series focusing specifically on child labor exploitation and what school personnel can do to identify and intervene in this issue.

Finally, I'd like to remind everybody that you have an opportunity to give us feedback. We truly do value your feedback and we use it to plan future events. So make sure you grab the link before you log off today. We will be putting it in several times, including after the live Q&A. And take a few minutes to provide us some feedback on the content and the quality of the webinar and also additional topics and questions you might have.

Now I'd like to go ahead and invite our speakers and panelists to come back. It looks like we've got a lot of things to address here, which is wonderful. So we're going to have everybody's webcam come up. All right. So I'm going to bring up some questions. It looks like most of them are to you generally as a group. So first person who unmutes, I'm going to call on you first and then we can get other views coming in after that. Okay? So one of the first questions that I'm

seeing up here comes from the audience. "What changes are needed to gain support for SEL, including using it as an academic booster?" Does somebody want to respond to that? Changes that might be needed to gain additional support for SEL, especially in our current climate.

Lu Snyder: I popped of mute. Here we go.

Cindy Carraway-Wilson: You did.

Lu Snyder: Yeah, I did. I wanted to elevate that the district of Philadelphia is really engaged in the SEL work and specifically the ways they're doing that is they're embedding it in their curriculum design. So the math and the ELA courses have specific SEL components that are relevant to that curriculum point. That's one of the ways. So the district level.

Cindy Carraway-Wilson: Excellent. So you're embedding SEL in all of the academics. Yeah.

Shannon Ellis: I also want to piggyback off of Lu and just share some ways that... What we're doing on the district level as Lu and Sean have mentioned is that one of the things that our schools are doing are implementing community meetings or community building circles daily. So we're also working with our curriculum offices to engage in our instructional time using community meeting formats so that our students are also engaging in social, emotional learning while they're learning instruction. So just finding that way for that integration.

Cindy Carraway-Wilson: Yeah. Integrating it right into the instruction I'm hearing, but I'm also hearing, as you all had mentioned just a little bit ago, the making of time, providing a space to be able to hold those community meetings versus filling it with announcements or other things that could fill the time. Anybody else? Yes, Valerie. Go for it.

Valerie Close: So in Roanoke County, we really focus at the district level again on something we call the profile of a graduate, and it really embeds those SEL skills and instruction that students need to be opportunity ready in the future.

Cindy Carraway-Wilson: Excellent. I'm going to ask kind of a backup question to the SEL just to dig a little deeper into this question. If you've received any pushback from anybody, community members, parents or anybody around SEL and should schools be doing that? I see all you nodding, because I think that that's where this question might be coming from. How have you managed that?

Valerie Close: I will jump in. I have received some questions. I hear a lot of times PBIS doesn't work. And so I have answered that by sitting down with specific groups of parents and explaining to them using data to guide my instruction with the parents. I present data. I present what PBIS really is, that it's a framework. It's not a thing that we're doing to kids. It's actually a framework. And once that is explained to parents in an explicit way, they really will partner alongside of us. And increased communication was my number one strategy. I heard parents questioning and thinking and asking, "What is this about?" So I just flood my

parents with information and I'm constantly bringing it to forefront and having discussions with them and giving them lots of information and data about what is going on in the school and they see the impact with their own students. And I'll tell you, the Viking notes of praise, I know we talked about them before, but that was a powerful impact with parents to see, "This does work and my kids do love this and they are very invested in doing well."

Cindy Carraway-Wilson: Yes. And I imagine it helps your educators and other school-based staff to have a different image both to the students and to the parents, being able to give that kind of praise and put it in writing for the students. Excellent. Another question. Let's move on. "How are speakers making schools safe places for young people?" So how are you working with your educators and your school-based staff members to increase that sense of safety for young people so that they can disclose the need for help without fear of punishment or ridicule? That's a hard one to think about, right? So how are you kind of sending those safety signals so that students engage in help seeking behavior?

Lu Snyder: I was just going to talk about how circle process, the guidelines in the circle are really how students... They both hold each other accountable to those guidelines and then they're used throughout the session. So the guidelines ensure the safety of participants when they're in these deeper level vulnerability kind of situations. So we really hold fast to the guidelines and using that structured flow of circle.

Cindy Carraway-Wilson: Excellent. Thank you so much. And Brandi, I think I saw you... Oh, I'm sorry. Go ahead.

Shannon Ellis: Nope.

Cindy Carraway-Wilson: She's yielding to you, Shannon. So go ahead and then I'll come back to Brandi.

Shannon Ellis: Okay. I also want to bring about one of the questions on the Student Wellbeing Survey, which is a question around feeling comfortable sharing vulnerable information with an adult in their school. Also, just the practice of having the community meeting daily or the community building circle daily will help to build that relationship with students. And then also on the training end and the student support services, we are doing a lot of training to decrease stigma and also for our staff to understand our students and understand that our students might be experiencing life in a different way than our teachers live their lives. So just so that our teachers and our school staff are just getting some strategies and understanding on the background of our students as well.

Cindy Carraway-Wilson: Excellent. So there's a whole variety of pieces that you're doing there. And even just asking the question and then holding those meetings on a daily basis really kind of makes it less taboo, I imagine. Excellent. Thank you. Brandi, do you want to jump in?

Brandi Simonsen: I think those were excellent examples. So the only thing I would add, and I think it came actually through in Shannon's response, but I've seen schools do a really

nice job of teaching really explicitly how to ask for help, what students can expect, what the response looks like, teaching the teachers and the grownups kind of how to respond. So in addition to creating the space and having it be safe and having the routine, really giving them the skills. Even in some of our schools that are implementing PBIS, they'll have that as a routine they teach of what does it look like to ask for help if you're not in a circle, if you're not in the space, but if you're in these other spaces, what does it look like, sound like. So I think that explicit instruction and not assumes all kids have the skills yet to do that.

Cindy Carraway-Wilson: Excellent. Thank you. Anyone else want to jump in before we move on? Okay. Excellent. Let's see. Another question here would be working with students with disabilities, do you have any specific ways that you implement any of the strategies that you mentioned that might look a little different with a student who has a learning or other disability that they're kind of working around, that you're supporting them around? Brandi, you came off mute.

Brandi Simonsen: I popped off mute. I have two quick resources and I actually popped the links. Folks want to add those into chat. One is a recent project where we just worked with a few teachers who were amazing. They were already implementing these practices with really high levels of fidelity, but they had individuals in their classroom who were still not benefiting. And it wasn't that they did something brand new and different, but we asked them to intentionally focus on their identified kid during a certain routine where the student was struggling and intentionally increased their use of praise, intentionally increased their engagement strategies, intentionally think about prompts. And in that resource you'll see graphs of there were two teachers who did an amazing job of really focusing on this. The kid's academic engagement went really high. Their off-task behavior went really low. They looked more like the peers in their classroom. So it was just a really concrete example. The other resource just is more specific about how to adapt the different practices we've talked about.

Cindy Carraway-Wilson: Excellent. Thank you. Anybody else want to share a story or an example of how you maybe managed to pulling in young people who are in different places on various spectrums?

Valerie Close: I would just jump in and say I would agree with what Brandi said, and it's being that intentional, targeted, specialized instruction for those students with disabilities when it comes to their challenges with behavior and how you give that positive feedback to them. They need it just as much as any other student. Actually, they need it at a higher frequency. And really I have had a teacher count the number of times and I have offered to go in as both a PBIS coach and an administrator just to count the behavior specific praise and give that teacher that feedback of what they were doing with that student. And it has made a dramatic impact. I have one student right now that I'm thinking of that was very disruptive in class and we started pointing out the things that the student was doing right, and this is a student with disabilities, and the things that were doing well and when they were doing it well and it was at a high, high frequency and

you could see they are now... They're not even receiving tier two or tier three supports. They're on tier one.

Cindy Carraway-Wilson: That's a great example. And it really is about the power of positive behavioral feedback. When you're used to having people point out your deficits all the time that you begin to live those deficits, but when we point out the things that are going well, you begin to live those instead or you might be able to begin to live those instead. Here's an interesting question. "What do you recommend when you have a class where you have 95% of the class participation but 5% of the class is being disruptive and unwilling to participate?" Are any of the methods that you all shared that your educators and school-based staff are using useful in this way, when you have this kind of a circumstance, you have a small percentage really disrupting the class? Laura? Yeah.

Laura Bell: I'll go. I think that goes back to that group contingency piece and that they still kind of get to celebrate with us and then maybe we have a small conversation off to the side, "What way did you contribute? How did you help us get there? Or what ways could you have changed some behavior that would've helped us get there faster?" So it's going back to those. They still get to understand and celebrate what it feels like, because sometimes those are the students that are constantly just being told the negative things that are happening or going wrong. So it goes back to we still get to celebrate altogether and then we have those individual reteaching moments and conversations.

Cindy Carraway-Wilson: Excellent. Great. Thank you. And Shannon puts into chat that they train the teachers in those restorative conversations so that they can have the conversation. Now in that case, Shannon, would you have the conversation with the five who are disrupted or with the whole class about the disruption or about other things you could be doing?

Shannon Ellis: Restorative conversations are intended to be individual conversations that you can have and you can step aside with a student or one or two students at a time but is not intended to be for the whole class.

Cindy Carraway-Wilson: Okay. Excellent. So instead of a circle, that would be that individual conversation. Perfect. Thank you. Excellent. Okay. So here's a question that's just jumping out to me, maybe because it's really big in our question list, and it's related to really working with your entire school, all of your educators, your age, your bus drivers, everybody. How do you support them all in being allies in this work? What's the best way for them to be allies in supporting students' social, emotional, behavioral, and academic wellbeing?

Shannon Ellis: I'm going to start it off. Understanding that we as adults all need to focus on our social, emotional wellbeing so that we can relate to our students, focusing on that adult wellness in the workplace and even at home.

Cindy Carraway-Wilson: Oh, it's so important. Again, we go back to Brandi's connect, engage and specific feedback for us, that wellness for us as well. Anybody else want to add how you

currently work with your educators and staff to be that ally in this work with the students?

Brandi Simonsen: I was pausing. I came off mute, but I want to hear if there are other great strategies in the district. One of the things I've appreciated in this work is the importance of a team. So none of this is a one person's effort. And so if you're thinking about at the school and district level, there's a team guiding this work, looking around the table who's on the team and making sure all of those roles, including family, community, student, are on the team so that those voices are driving the work. It's not just that they're the recipients of the work. They're engaged in shaping and driving all of the work within an MTSS, PBIS whatever acronym framework.

Cindy Carraway-Wilson: Excellent. All right. So we have three minutes left. So this last one's going to probably be the last one, but maybe not. What are other resources that are available to support students from diverse backgrounds with their social, emotional, behavioral and academic wellbeing and success? So if folks are looking to find resources, do you all have any other suggestions?

Brandi Simonsen: I'll kick us off and then I'm hoping other folks have great resources. There has been an equity work group within the center on PBIS for over a decade, and they have been working very intentionally on what it looks like to implement in a culturally responsive manner. And so this is honestly one of my favorite guides that I keep going back to. The resource lays out some of the guiding principles and ways to think about centering equity, but actually in the appendices, which is often something you ignore, which is why I'm mentioning it, the appendices have the activities that are so helpful. There are things you can take and do with students. There are things that you can take and do with educators. There are things you can take and self-reflect and do yourself. So there's a lot of work in the appendices of that guide. So that's one of my favorites.

Cindy Carraway-Wilson: Excellent. And we'll be putting that link out in just a moment. Anybody else have other resources that you might suggest to the folks?

Shannon Ellis: I'm going to say that your students are your greatest resource and what we're doing actually right now is we are working with some of our high school students to build out some gender identity content so that when we are supporting those students, as I mentioned before... And we're not just supporting those students to give them content for themselves, but also for their peers as well. But really tapping into the groups, the student groups of people that you're looking to support, to get some feedback and to help build out content.

Cindy Carraway-Wilson: Excellent. Well, I know that we're coming to the end, but I do know that one speaker who shall remain unnamed, when I asked this question, I got the response, "Google is your friend." Don't be afraid to Google search because you want to make sure it's good, relevant material and that it's evidence based and what have you, but Google can oftentimes provide videos to demonstrate concepts, information that leads you, for example, what Brandi just said, to kind

of where you find a great resource that leads you to other resources and you follow the breadcrumbs. So there's lots of stuff out there. We will make sure on our end that we post all of the resources that were mentioned right on the webpage. So go there. You're going to find links in each of the resources that are on this event webpage that will lead you to more resources. So there are lots of things out there for us to use to support students.

And we are at time. So I do want to thank all of you for all the work that you're doing to support the educators and school-based staff to be able to work with young people to support their needs, their social, emotional, behavioral and cognitive and academic needs. So thank you so much for being here. We appreciate you as an audience being here as well. And please do click the link to provide us feedback on this event and give us suggestions for future content. Everybody, have a wonderful rest of the day.